

Sensory and Thinking Skills

Preschool children should begin to:

* Recognize their colors
* Take turns without being reminded
* Understand “big”, “little”, “tall” and “short”
* Want to know what will happen next
* Sort by shape and color
* Count up to 5 objects
* Identify situations that would lead to happiness, sadness, or anger.

Use the “Creative Curriculum for Early Childhood to plan developmentally appropriate lessons and activities for each individual child. Every teacher plans according to each child’s skill. Daily, teachers engage students in activities that encourage mathematical thinking and expression, scientific thinking, and creative expression.

If you have any questions or concerns about your child’s development, please call you child’s teacher.

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Cognitive Development

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## Our classrooms

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Problem Solving

What can parent’s do to help?

1. Encourage your child to experiment (what floats in the tub?)
2. Listen to and build on your child’s ideas.
3. Ask your child, “What might happen if. . .”?
4. Provide simple experiences to encourage wonder and caring about the environment. Plant a pot with seeds and guess how long it will take for them to grow.

Thinking and Talking about Math

What can parents do to help?

1. Count and use numbers as you play together. Count EVERYTHING! (Count steps as you go up and down).
2. Ask your child to sort and count laundry, or set the table with 4 forks.
3. Allow your child to help you measure ingredients when you are cooking. (We need two eggs, let’s count them).
4. Set aside time for free play initiated by your child.
5. Read books together.

### Strategies for Families

Children have a natural curiosity to learn, organize and use information. They learn through playing, exploring, discovering, and problem solving. They have a growing awareness of who they are in relation to family and community. They begin to understand that their actions effect their environment. They also begin to understand by wondering and asking questions like, “what would happen if”? (Adapted form NCDPI Foundations document, page 30).

# Cognitive Development